

# Employee Development and Performance Plan

(For General Service Employees in Washington State Agencies)

## — Instructions in Brief —

### **Step A: PREVIEW SESSION**

Prior to the actual Feedback Session, the supervisor\* schedules a meeting to discuss with the employee the Employee Development & Performance Plan (EDPP) as itemized below. The amount of time between the Preview Session and the Feedback Session should be reasonable and adequate to allow appropriate preparation of the EDPP.

1. Carefully review the EDPP instructions as well as any specific agency policies or procedures relating to the performance evaluation process. The EDPP user's manual should also be reviewed by both the supervisor and employee.
2. Ensure a mutual understanding of the process and timing that will be followed.
3. Review the position description (classification questionnaire) to ensure accuracy of stated duties and responsibilities.
4. Review other targeted performance expectations that were established for and during the performance period under review. These performance expectations should include particular behaviors, special assignments, specific goals or results, special training, etc. Jointly review these expectations to ensure that they are still valid for feedback purposes.
5. Review the Performance Elements listed on page ii of the EDPP and determine which are relevant to the employee and what others, if any, should be added. Additional elements can be added by the employee and the supervisor if the characteristics of the position description require special attention to performance elements not already listed. Performance elements used for one employee in a work unit should be used for all employees in that work unit that they are applicable to.

\* **NOTE:** The immediate supervisor of the employee is the evaluator, unless the employee is a member of a bonafide self-managed work team which has no supervisor, but does have a designated evaluator.

### **Step B: EDPP PREPARATION**

Individually, the employee and the supervisor should draft their responses to Parts I through III of the EDPP. These responses should be based on observed performance in relation to the employee's duties and responsibilities, performance expectations, and the relevant Performance Elements.

Special attention should be paid to clarifying the link between the employee's job and performance expectations to the organization's goals, objectives, and quality improvement efforts.

Part IV of the EDPP is completed by the employee only. This is the employee's opportunity to give the supervisor feedback as to what specific support the employee needs to help foster effectiveness.

### **Step C: FEEDBACK SESSION**

The employee and supervisor now meet to share with one another their draft responses to Parts I-III of the EDPP. The aim is to have an open and constructive discussion that leads to a clear understanding of the employee's past performance as well as future expectations and development objectives. The employee is encouraged to share his/her response to Part IV of the EDPP during the Feedback Session.

If the need arises, the reviewer (typically the second line supervisor) should function as a mediator upon the request of either the supervisor or the employee.

Following the Feedback Session, the supervisor prepares the final form and shares it with the employee. If the employee has not already shared his/her response to Part IV of the form with the supervisor, it should be included on the form at this point.

The supervisor signs the EDPP, gives it to the employee to sign, and then gives the form to the reviewer whose signature indicates that the process has been appropriately followed. It is not the Reviewer's role to make changes or comments relative to the employee's performance. The supervisor ensures that the employee receives a copy and that the original is placed in the employee's personnel file.

## Performance Elements

The following "performance elements" should be considered, where applicable, in assessing employee performance (Part I) and determining future performance expectations and development needs (Parts II and III). Other performance elements may be added as needed.

### **SELF-MANAGEMENT**

- ◆ Punctuality and regular work attendance.
- ◆ Efficient, effective use of work time, equipment and resources.
- ◆ Following rules and procedures.
- ◆ Working in a safe manner.
- ◆ Proper use and maintenance of equipment.
- ◆ Seeking and assuming additional responsibilities as appropriate.
- ◆ Exhibiting integrity and honesty.
- ◆ Treating others with respect and dignity.
- ◆ Giving and accepting constructive feedback.
- ◆ Working effectively in a diverse work environment.
- ◆ Focusing on the situation, issue or behavior rather than on the person.
- ◆ Other: \_\_\_\_\_

### **WORK PROCESSES & RESULTS**

- ◆ Providing products and services that consistently meet or exceed the needs and expectations of customers.
- ◆ Using customer satisfaction as a key measure of quality.
- ◆ Using appropriate problem solving methods to improve processes.
- ◆ Collecting and evaluating relevant information to make decisions.
- ◆ Using good judgment.
- ◆ Setting and adhering to priorities.
- ◆ Meeting productivity standards, deadlines and work schedules.
- ◆ Accurate and timely work with minimal supervision.
- ◆ Achieving results.
- ◆ Pursuing efficiency and economy in the use of resources.
- ◆ Informing supervisor or appropriate others of problems; identifying issues and alternative solutions.
- ◆ Other: \_\_\_\_\_

### **TEAMWORK**

- ◆ Supporting and focusing on the vision, mission, and goals of the organization and team.
- ◆ Understanding the benefits of teamwork.

### **TEAMWORK (continued)**

- ◆ Cooperating with and offering assistance to others.
- ◆ Recognizing the contributions of others.
- ◆ Viewing the success of the organization and team as more important than individual achievements.
- ◆ Contributing to the development, cohesion and productivity of the team.
- ◆ Appropriately sharing information internally and externally.
- ◆ Supporting teamwork and cooperation through open and honest communication.
- ◆ Other: \_\_\_\_\_

### **INNOVATION AND CHANGE**

- ◆ Being creative and innovative when contributing to organizational and individual objectives.
- ◆ Receptivity to new ideas and adaptability to new situations.
- ◆ Avoiding being overly defensive; willingness to explore different options.
- ◆ Taking calculated risks.
- ◆ Seeking and acting on opportunities to improve, streamline, re-invent work processes.
- ◆ Helping others to overcome resistance to change.
- ◆ Other: \_\_\_\_\_

### **DEVELOPMENT**

- ◆ Participating in opportunities to enhance knowledge and skills that are identified and offered by the organization or the evaluator.
- ◆ Self-initiative in developing or upgrading knowledge and skills.
- ◆ Applying new knowledge or skills acquired from developmental opportunities.
- ◆ Helping others learn new systems, processes, or programs.
- ◆ Learning to use technology effectively, as appropriate for the job.
- ◆ Other: \_\_\_\_\_

### **COMMUNICATION**

- ◆ Participating in meetings in an active, cooperative, and courteous manner.
- ◆ Orally communicating effectively on a one-on-one basis and in small groups.
- ◆ Making effective oral presentations before groups.
- ◆ Writing clearly and succinctly.
- ◆ Avoiding "bureaucratese" whenever possible in written and oral communications.
- ◆ Demonstrating understanding and empathy with the listener or reader.
- ◆ Being responsive and timely to e-mails, phone messages, and mail.
- ◆ Other: \_\_\_\_\_

### **CUSTOMER SERVICE**

- ◆ Understanding and being responsive to customers' objectives and needs.
- ◆ Sensitivity to public attitudes and concerns.
- ◆ Being accessible, timely, and responsive in dealing with customers.
- ◆ Handling customer inquiries and complaints promptly, courteously, and non-bureaucratically.
- ◆ When possible, going the extra mile to satisfy customer needs and expectations.
- ◆ Other: \_\_\_\_\_

### **SUPERVISORY PERFORMANCE**

- ◆ Clearly communicating mission and goal of organization to staff.
- ◆ Providing regular ongoing feedback to staff.
- ◆ Facilitating, coaching, and supporting staff's efforts to succeed.
- ◆ Providing meaningful recognition of staff success.
- ◆ Supporting diversity in the workplace.
- ◆ Setting clear direction and following through.
- ◆ Making effective employee selection and promotion decisions.
- ◆ Other: \_\_\_\_\_

# Employee Development and Performance Plan

Press F11 to move to input fields.

<b>Purpose of Appraisal:</b> <input type="checkbox"/> Annual Review <input type="checkbox"/> Trial Service Review <input type="checkbox"/> Probationary Review <input type="checkbox"/> Other _____	<b>Employee's Name:</b> (Last, First, MI)	<b>Agency:</b>
	<b>Job Classification:</b>	<b>Program/Section/Unit:</b>
		<b>Evaluator's Name:</b>
<b>Evaluation Period:</b> From ____ To ____		<b>CQ has been reviewed</b> <input type="checkbox"/> <b>Date of Preview Session:</b>

## Part I: Performance Feedback

Assessment of employee's contribution to helping the organization achieve its goals and be successful. Describe how well the employee has done in carrying out job responsibilities and performance expectations. Consider performance demonstrated with regard to the applicable Performance Elements from page ii when conducting this assessment.

## Part II: Future Performance Expectations

Identify any particular performance expectations, job duties, special assignments, and/or skills upon which the employee should focus in order to reinforce his/her success and contribution to the organization. The Performance Elements listed on page (ii) of the Instructions in Brief may help in identifying future expectations.

## Part III: Future Training & Development

Identify training and development opportunities in which the employee should participate to enhance future performance.

See attached Individual Development Plan.

## Part IV: Organizational Support

To be completed by the employee: What suggestions do you have as to how your supervisor, co-workers, and/or agency management can support you in the present job and with future career goals?

## Part V: Comments and Signatures

This report is based on my best judgment.

**Evaluator's Signature** \_\_\_\_\_ **Title** \_\_\_\_\_ **Date** \_\_\_\_\_

This report has been discussed with me.

**Employee's Signature** \_\_\_\_\_ **Title** \_\_\_\_\_ **Date** \_\_\_\_\_

Comments:

I have reviewed this report and, in my judgment, the process has been properly followed.

**Reviewer's Signature** \_\_\_\_\_ **Title** \_\_\_\_\_ **Date** \_\_\_\_\_

**NOTE:** Once the performance evaluation is completed and signed by all parties, it is the Evaluator's responsibility to provide a copy to the employee and to ensure that the original is placed in the employee's personnel file.



## INDIVIDUAL DEVELOPMENT PLAN

Pressing F11 will move you through the input fields on this form.

NAME: \_\_\_\_\_

PROGRAM: \_\_\_\_\_ SECTION: \_\_\_\_\_ JOB CLASS: \_\_\_\_\_

PLAN FOR TRAINING TO BE COMPLETED BY: \_\_\_\_\_

*This is an agency developmental performance tool to assist you in mapping your personal and professional growth. This form a complement to the performance evaluation process as it tracks training, developmental assignments, mentoring and other career planning. This form is to be completed collaboratively with your supervisor during the evaluation process and be used as a way to track your career growth and effectiveness in your current and/or future career goals.*

### PLEASE DESCRIBE YOUR DEVELOPMENTAL GOALS:

For your present position:

For your career development:

Various methods are available to help you meet your needs. Please fill in relevant training and development information for the performance elements/KSA's identified during your evaluation. Prioritize each by indicating 1, 2, 3,....) You may attach separate sheets, if necessary. As specific training opportunities are fulfilled, please indicate date completed.

### Sample:

Prior-ity	Performance Elements (EDPP) or Knowledge, Skills & Abilities (MDPP) (Customer Service, Decision Making, etc)	Desired Performance/Competency	Name of Training/Development To Fulfill Desired Performance Elements, if known	Trng/ Dev. Type*	Approx. Date to be Scheduled	Mark When Done
3	Customer Service	Responsive to Customer Needs	Customer Service	I	3/1999	
4	Work Processes & Results	Identify issues and alternative solutions	Mentoring (informal)	M	6/1999	
2	Decision Making	Make timely/responsive decisions	Unknown - training preferred	U	2/1999	
1	Other Development (Science-Based)	Design irrigation systems	Water System Workshop	I, O	12/1998	

\*See next page for types

<b>*Training/Development Types:</b>			
O - Outside Trng	I - In House Trng	OTJ - On the Job Trng	U-Unknown
C - Conference	CC - College Course	M - Mentoring	
D - Developmental Assignment	A - Associations	OH - Other	

Prior-ity	Performance Elements (EDPP) or Knowledge, Skills & Abilities (MDPP) (Customer Service, Decision Making, etc)	Desired Performance/Competency	Name of Training/Development To Fulfill Desired Performance Elements, if known	Trng/Dev. Type*	Approx. Date to be Scheduled	Mark When Done

**Employee's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

***Your supervisor's signature acknowledges your developmental interests and goals in this plan. Time and resources will be considered by your supervisor throughout the duration of your plan. Ultimately you and your supervisor share responsibility for your personal and professional development. Ecology is committed to assisting you to the extent possible.***

**Supervisor's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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